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| Grade:2nd  Unit 1:A Season for Chapters | Common CORE Standards:  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.(Main Idea)  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **W.2.7:** Participate in shared research and writing projects.  **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  **Phonics/Word Work**  -Word Families-  Week 1&2 ph,sh,th,ch,short vowels  Week 3&4 ake, ine, oke, ute (VCe), ail, ay, ain  Week 5&6 eed, ea, eat, oat, ow  -Phonics by Spelling Program  **Grammar**  Simple Sentences-Beginning/Ending Punctuation/Naming Parts of a Sentence  Word Order/Complete Thought  Predicate: Telling Parts of a Sentence  Subject-Verb Agreement  Telling and Asking Sentences/Command and Expressive with End Punctuation  **Comprehension Strategies**  Make Connections/Create Images/Ask Question | | | |
| Read Aloud | Shared Reading | Guided Reading | Interactive Writing/  Writing Mini Lessons | Independent Writing/  Reading |
| **Stories (Read Aloud)**  *Peepers*(Eve Bunting and James Ransome)  *The Mitten* (Jan Brett)  *The Days of Summer*(Eve Bunting and William Low)  *Every Autumn Comes the Bear*(Jim Arnosky)  *The Little Yellow Leaf*(Carin Berger)  **Poems (Read Aloud)**  “Bed in Summer” (Robert Louis Stevenson)  “A Vagabond Song” (Bliss Carman) in *The Seasons* (ed. John N. Serio)  “The Snowflake” (Walter de la Mare) in *The Seasons* (ed. John N. Serio)  “The Locust Tree in Flower” (William Carlos Williams) In The Seasons (ed. John N. Serio)  **Literary Text**  **Stories**  *Poppleton in Winter* (Cynthia Rylant) (E)  *Poppleton in Spring*(Cynthia Rylant) (EA)  *Poppleton in Fall*(Cynthia Rylant and Mark Teague) (EA)  *Henry and Mudge and the Snowman Plan*(Cynthia Rylant and Sucie Stevenson) (EA)  *Red Leaf, Yellow Leaf*(Lois Ehlert)  *Snowballs*(Lois Ehlert)  *Leaf Man*(Lois Ehlert)  *Snow*(Uri Shulevitz)  **Poems**  “Autumn” (Emily Dickinson (E)  “Something Told the Wild Geese” (Rachel Field (E)  “Who Has Seen the Wind?” (Christina Rossetti) (E)  “Weather” (Eve Merriam) (E)  “Knoxville, Tennessee” (Nikki Giovanni) (E)  “Stopping by Woods on a Snowy Evening” (Robert Frost (E)  “Summer Song” (John Ciardi) in *The Seasons* (ed. John N. Serio)  **Informational Text**  *Sunshine Makes the Seasons*(Franklyn M. Branley and Michael Rex)  *Why Do Leaves Change Color?*(Betsy Maestro and Loretta Krupinski)  *How Do You Know It’s Winter?*(Rookie Read-About Science) (Allan Fowler)  *Look How It Changes!* (Rookie Read-About Science) (June Young)  *How Do You Know It’s Fall?*(Rookie Read-About Science) (Allan Fowler)  *How Do You Know It’s Spring?* (Rookie Read-About Science) (Allan Fowler)  *Energy from the Sun* (Rookie Read-About Science) (Allan Fowler)  *How Do You Know It’s Summer?*(Rookie Read-About Science) (Allan Fowler)  **Informational Text (Read Aloud)**  *Snowflake Bentley*(Jacqueline Briggs Martin and Mary Azarian)  *Snowflakes in Photographs*(W.A. Bentley)  *What Do Authors Do?*(Eileen Christelow)  *What Do Illustrators Do?*(Eileen Christelow)  *Cynthia Rylant: A Writer’s Story*(Alice Cary and Susan Spellman)  *A River of Words: The Story of William Carlos Williams*(Jennifer Bryant and Melissa Sweet) | \*Rigby Charts  \*Various read aloud poems/books/pair/share  Turn/talk | \*Leveled Library/Rigby  **Terminology**  alliteration  author  beginning  chapter  conclusion  digital graphic organizer  digital sources  ending  illustrator  introduction  main idea  paragraph  poet  poetry  repetition  research  rhyme  rhythm  shared writing  spelling patterns | -Adjectives/  Adverbs  -Questioning  Words  -Role of author and illustrator  -Class poem  -Main Idea  -Story Structure  (elements)  RL 2.5 | -Graphic Organizer Webs  -Various writing mini lessons  -Various shared writing based on reading/discussion  -Create various poetry using rhyme/alliteration/rhythm Phonics |
| Art/Technology/Music | Assessment/  Rubrics | Science/Social Studies Related to Utah State Standards | Literacy Centers/Independent Work | |
| **Music**  Vivaldi, The Four Seasons (1723)  **Art**  Vincent van Gogh, [*Sunflowers*](http://www.vangoghmuseum.nl/vgm/index.jsp?page=3503&collection=1297&lang=en) (1889)  artist unknown, *[Snow-Laden](http://www.asia.si.edu/collections/singleObject.cfm?ObjectNumber=F1909.165)*  *[Plum Branches](http://www.asia.si.edu/collections/singleObject.cfm?ObjectNumber=F1909.165)* (1644-1911)  Louis Comfort Tiffany, [*Dogwood*](http://www.metmuseum.org/explore/tiffany/10.htm) (1900-1915)  Pieter Brueghel, *Hunters in the Snow* (1565)  Gustave Caillebotte, [*Paris Street, Rainy Day*](http://www.artic.edu/artaccess/AA_Impressionist/pages/IMP_4_lg.shtml) (1877)  Georges Seurat, [*Une Baignade, Asnieres*](http://www.ibiblio.org/wm/paint/auth/seurat/baignade/seurat.baignade.jpg) (1883-1884)  Vincent van Gogh, [*Mulberry Tree*](http://www.nortonsimon.org/collections/art.php?id=M.1976.09.P&title=Mulberry+Tree) (1889)  Maurice de Vlaminck, [*Autumn Landscape*](http://www.moma.org/collection/object.php?object_id=78715) (1905)  Albert Bierstadt, [*Among the Sierra Nevada Mountains, California*](http://en.wikipedia.org/wiki/File:Albert_Bierstadt,_Among_the_Sierra_Nevada_Mountains.jpg) (1868)  Interdisciplinary Connections  **This unit teaches:**  **Art**: Van Gogh, Seurat, Brueghel, Cailebotte, and Tiffany  **Music**: *The Four Seasons* (Vivaldi)  **Geography**: U.S. landforms (e.g., mountains, coast, plains, hills, and deserts)  **Science**: Seasonal cycles This unit could be extended to teach: **Geography:** U.S. Geography (e.g. , the Mississippi River, mountain ranges such as Appalachian and Rocky Mountains, and the Great Lakes)  **Science:**  Weather, the water cycle, and/or the solar system | -Various writing samples  -Classroom discussion  -Observation  -Center work  -Unit 1 Test | **Social Studies-**  Standard 3 Objective 1&2  **Standard 3: (Geography):**  **Students will use geographic tools and skills to locate and describe places on earth.**  **Objective 1**  **Identify common symbols and physical features of a community, and explain how they affect people’s activities in that area.**  a. Identify community traffic signs and symbols, and know their meanings (e.g., stop sign, hazard symbols, pedestrian crossing, bike route, recreational, blind or deaf child signs).  b. Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).  c. Describe ways in which people have modified the physical environment in a community (e.g., building roads, clearing land for homes, and mining).  **Objective 2**  **Demonstrate geographic skills on a map and a globe.**  a. Identify and use information on a map and on a globe (e.g., map key or legend, simple grid systems, physical features, compass rose).  b. Compare and contrast the difference between maps and globes.  c. Locate your city, the State of Utah, and the United States on a variety of maps or on a globe.  d. Locate and label the following on a map or a globe: the seven continents, the five oceans, the poles, and the equator.  e. Using a map or a globe, link cultures/nationalities within your community to their place of origin.  **Social Studies Vocabulary Students Should Know and Use:** traffic sign, modify, environment, map key/legend, continent, ocean, the poles, equator, origin, river, mountain, desert, grid, Utah, United States  **Science:**  Science Std.2 obj2  (recognize patterns in night sky)Earth  Science Stand 2 obj3 (weather patterns, local, describe, observe) | -Computer Center  -Spelling/Word Work/Language Arts Skill Practice  -Writing  -Listening Center  -Guided Reading Center | |

* Social Studies: ● Science (Standard 1 Incorporated into all Standards)

Unit 1: Geography Unit 1: Earth Science Standard 2 Objective 2 & 3(night sky/seasonal weather)

Unit 2: Culture Unit 2: Physical Science Standard 3 Objective 1(observe falling objects/gravity)

Unit 3: Citizenship Unit 3: Life Science Standard 4 Objectives 1 & 2(Adaptations/Needs of living things)

Unit 5: Financial Literacy Unit 4: Earth Science Standard 2 Objective 1(Rocks)

Unit 5: Physical Science Standard 3 Objective 2 (Compare/contrast phys. Changes)

\* Teach Standard 1: Thinking like a scientist/scientific process in Unit 1